

Student Name _____

Teacher Name _____

School _____

System _____



English III

Item Sampler

Tennessee End of Course Assessment

English III Form 4

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

PEARSON

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Introduction to English III

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for English III carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English III, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for English III provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English III should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 44. Use it to check your answers. Review items that you get wrong.

Read the letter and answer questions 1 through 5.

125 East Main Street
Weaverville, NC 28787

August 21, 2011

Ms. Giselle Tourneau, CEO
Reading 4 All
8600 Tarrytown Road
Plainsville, KS 66203

Dear Ms. Tourneau:

- 1 Two months ago I purchased Reading 4 All's new EZReader. Because I was so impressed with everything it seemed to offer, I chose the deluxe color version, including an attractive leather binder that holds it. The price was somewhat exorbitant, I thought, but again, your advertising made it seem that the reader really did a lot – games, access to the Internet, and the ability to receive and send e-mail using my existing e-mail address. This was important to me, as I have a number of clients and they would most likely refuse to use a new e-mail address. Also, I travel quite a bit and have grown tired of lugging my rather heavy laptop everywhere I go. The prospect of carrying your 10-ounce EZReader instead was very appealing to me.
- 2 Unfortunately, in one important way the EZReader did not live up to the promises you make about it. I had no problem accessing and buying books, although they were more expensive than I had expected. Nor did I have a problem getting onto the Internet. However, I was completely unable to access my e-mail, which was certainly one of the main reasons I bought the reader. Let me describe what happened.
- 3 First of all, the user's manual that came in the package was way too brief. It would be so much more convenient for customers if the complete manual was provided instead of being available only online. Anyway, I followed all of the instructions for accessing e-mail. I entered every piece of information requested, but nothing happened. I kept getting the same "Error – wrong address" or "Data not entered correctly" message. So I went online and downloaded the complete manual. To my surprise, it did not have any further information or instructions for accessing e-mail. At that point, I decided to contact your Customer Support department. Then I was so annoyed to hear the usual recorded messages. When will you administrators realize that you're just antagonizing customers with those messages? Finally I reached a real person who listened to my problem and tried several things to solve it. After ten minutes or so, when none of those worked, your representative said to me, "Well, Ms. Bingham, unfortunately not all of our EZReaders are guaranteed to access e-mail. You appear to have one that cannot." Needless to say, I was astounded to hear someone say this. Not all EZReaders are guaranteed to access e-mail? How infuriating! If this is true, then your ad should say "Some EZReaders may access e-mail but others may not." To me, this looks like a classic case of *Caveat Emptor* – let the buyer beware. Is that what Reading 4 All's motto is?
- 4 On a hunch, I went online and typed in "Problems with Reading 4 All's EZReader." And guess what? There are lots of people having the same problem. As happens these days with the Internet, a support group of sorts has formed, in which some who have had the problem and solved it have written their solution so that others may try it. Of the 70 or so messages that I read, a few people have managed to access e-mail after trying various things; others still cannot. I ask you, Ms. Tourneau: Is this any way to run a customer-oriented business? Let me tell you the answer – no, it is not. You should go to the site online and look at what people are saying about the EZReader and your Customer Support department. It is not complimentary in any way, and I suspect you are going to see a sharp increase in returns of the reader.
- 5 I was lucky – my son, who is like a dog with a bone, would not give up when I told him of the problem. He stayed with it and tried different things, including working with the customer support department of my e-mail provider. Finally he got my e-mail working on the reader, but it was a huge effort that only someone with his extensive knowledge of computers could solve. Obviously your own Customer Support department personnel do not have that kind of knowledge. They seem rather clueless, to me. It seems to me that someone in your organization should be aware of the things your representatives are telling customers like me, because it's disgraceful.
- 6 So, in conclusion, although my EZReader now does what you say it will do, I can assure you that there are lots of them out there that do not. I hope that you will show yourself to be the kind of corporate officer who cares about your customers as well as your company's image and that you will work proactively to solve this problem with the EZReader. Otherwise, you are going to find your sales and your reputation plummeting as word of the problem spreads.

Respectfully,
Hannah Bingham

Reporting Category: Logic Numbers 1 through 5

Performance Indicator: 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

1. **What is the main evidence that Hannah Bingham presents to support her argument?**
 - ☐ A The company is unaware what representatives tell customers.
 - ☐ B Many people are having the same problem with e-mail as she had.
 - ☐ C She followed the instructions but still was unable to access her e-mail.
 - ☐ D Her son solved the problem when the customer support person was unable to solve it.

Performance Indicator: 3003.5.4 Analyze cause-effect relationships in text.

2. **Why did Hannah Bingham buy the deluxe version of the EZReader?**
 - ☐ A It came with an unlimited warranty.
 - ☐ B She thought the price was inexpensive for a reader.
 - ☐ C She wanted to download free online books.
 - ☐ D It offered everything that she wanted in a reader.

Performance Indicator: 3003.5.1 Make inferences and draw conclusions based on evidence in text.

3. Which conclusion can readers draw based on this letter?

- ☐ A Hannah Bingham will probably keep her EZReader.
- ☐ B Reader 4 All will probably refund Hannah Bingham's money.
- ☐ C Reading 4 All will probably replace Hannah Bingham's EZReader.
- ☐ D Hannah Bingham will probably print the manual provided online.

Performance Indicator: 3003.5.10 Identify a false premise in text.

4. Which statement is a false premise in Hannah's letter?

- ☐ A Her customers would refuse to use a new e-mail address.
- ☐ B Other people were having problems with the EZReader e-mail.
- ☐ C The books for the EZReader cost more than she had expected.
- ☐ D The customer support group did not have empathy for the customer.

Performance Indicator: 3003.5.14 Distinguish the strongest or weakest point of a given argument.

5. Which sentence is the weakest point in Hannah's argument?

- ☐ A However, I was completely unable to access my e-mail, which was certainly one of the main reasons I bought the reader.
- ☐ B It would be so much more convenient for customers if the complete manual was provided instead of being available only online.
- ☐ C When will you administrators realize that you're just antagonizing customers with those messages?
- ☐ D Not all EZReaders are guaranteed to access e-mail?

Reporting Category: Informational Text

Numbers 6 through 7

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

6.

Read these sentences from the introduction to an essay.

People today are often ignorant of the histories of ancient peoples. This is a mistake since contemporary society repeatedly struggles with the same issues that ancient civilizations faced. One ancient civilization that can teach us much about ingenuity is that of Sumeria.

What will most likely be the main idea of this essay?

- ☐ A People today do not understand the struggles of Sumeria.
- ☐ B Modern society repeats the struggles of Sumeria.
- ☐ C Sumeria had many significant accomplishments.
- ☐ D Sumeria did not greatly rely on other cultures.

Performance Indicator: 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

7.

Read the following excerpt from an editorial.

Recently, our downtown area has experienced a significant increase in the number of automobiles traveling down Main Street. This increased traffic congestion, especially during the start and end of a school day, has also increased the pollution in the downtown area, particularly on cold winter days. Unfortunately, we have also noticed an increase in the amount of frustrated drivers because of this congestion. There has been a markedly significant increase in the amount of horn honking and accidents among drivers in the last few months.

The city council should consider an initiative to remedy this situation, a campaign to encourage people to use bicycles in the downtown area instead of cars. Adopting such an initiative will immediately lower the number of motorized vehicles in the area, and the pollution will decrease. In addition, the number of frustrated drivers will decrease since there will be less traffic. As an added bonus, the people in the community will be happier and healthier because they are riding bicycles instead of just sitting in cars.

How did the author's organizational structure of this passage help her to best present her viewpoint?

- ☐ A She explained the problems in her community and offered a solution.
- ☐ B She enumerated the sequence of events that occurred during the last school year.
- ☐ C She described the cause and effects of motorized traffic in her city's downtown area.
- ☐ D She compared different forms of transportation, giving benefits and drawbacks of both.

Reporting Category: Literature

Numbers 8 through 9

Performance Indicator: 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

8.

Read this excerpt from William Shakespeare's *As You Like It*.

*All the world's a stage,
And all the men and women merely players
They have their exits and their entrances.*

Which literary device is demonstrated in this excerpt?

- ☐ A simile
- ☐ B metaphor
- ☐ C hyperbole
- ☐ D personification

Performance Indicator: 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

9.

Read the passage.

Kiera hugged her coat to her and edged along the icy sidewalk, dreading the wave of slush created by the next passing car. Six more blocks and she would be at school. If only she had worn her boots, she would be able to walk without nearly breaking her neck every five seconds.

Which sentence describes how the setting influences the mood and plot of the passage?

- ☐ A Navigating the icy sidewalk, Kiera worries about getting to school without injury as she slips on the ice.
- ☐ B The slush waves from the passing cars anger Kiera and cause her to slip and slide on the way to school.
- ☐ C With the cold weather, Kiera's fear of falling causes her to slip and slide on her way to school.
- ☐ D The temperature bothers Kiera, which causes her to slip and slide on her way to school.

Reporting Category: Communication and Media

Numbers 10 through 10

Performance Indicator: 3003.7.2 Select the type of conflict represented in a non-print medium.

10.

Look at this photograph.



What type of conflict does the photograph show?

- ☐ A person vs. nature
- ☐ B person vs. person
- ☐ C person vs. society
- ☐ D person vs. machine

Reporting Category: Literature

Numbers 11 through 14

Performance Indicator: 3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

11.

Read the excerpt from a poem.

A wave, a wave, it rose in sight,
As the Sea-god vent, it soared;
From crest to peak, it gained in height,
So the surfer rode his board!

Which characteristic of a dramatic poem is illustrated in the excerpt?

- ☐ A exaggeration
- ☐ B alliteration
- ☐ C rhyme
- ☐ D simile

Performance Indicator: 3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.

12.

Read the passage.

Tori froze halfway up the cliff face. The others beckoned from the top, while her boyfriend Max held the belay line and shouted words of encouragement from below. Taking a deep breath, she continued to climb. She knew Max would never allow her to fall; he was always there for her.

What is the symbol of the passage and the theme it supports?

- ☐ A The top of the cliff is the symbol, and it supports the theme of friendship.
- ☐ B The cliff face is the symbol, and it supports the theme of failure.
- ☐ C The belay line is the symbol, and it supports the theme of trust.
- ☐ D The climb is the symbol, and it supports the theme of love.

Performance Indicator: 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

13.

Read this sentence.

Lucy watched with amusement as her older brother Tyler let out a high-pitched squeal from the roller coaster she was too short to ride. When the ride came to a stop she hollered, "If I _____ taller, I'd show you how to ride this thing without being petrified!"

Which verb correctly completes the sentence?

- ☐ A was
- ☐ B were
- ☐ C had been
- ☐ D would have been

Performance Indicator: 3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

14.

Read the scene.

Scene 1:

(In a furnace room, Myron and Josie stand together in a pool of light, Myron in a sweatshirt and jeans and Josie in a sweater and slacks.)

Myron: Remind me. Why did we come down here?

Josie: The clanking. We thought someone was trapped.

Myron: Now someone is. Us.

(Myron wipes the sweat from his forehead and starts banging on the door.)

Which part of the play is in parentheses?

- ☐ A aside
- ☐ B soliloquy
- ☐ C monologue
- ☐ D stage directions

Read the story and answer questions 15 through 23.

The Competition

- 1 Emily had been practicing hard since her teacher had suggested that she enter the citywide Young Musician Competition, sponsored by the Metropolitan Symphony. Eight winners would be selected to play in a special youth concert with the symphony. The competition was open to music students of any age studying any instrument. The only requirement was that students play a work that was at least ten and no more than twelve minutes in duration and also required orchestral accompaniment.
- 2 Emily was working on the first movement of Edvard Grieg's Piano Concerto in A Minor. It had been her dream ever since she had begun listening to and studying classical piano music. Every time she practiced, she imagined herself on a stage performing it with the Metropolitan Symphony. Emily really wanted to be one of the winners of the competition.
- 3 As the day of the auditions neared, Emily spent more and more time at the keyboard. She concentrated on exercises that helped to train her hands to execute the fast pace of certain parts of the concerto. She was confident of the slower melodic places and felt good about the crashing chords that opened and closed the piece. But she was less sure of her hands on some of the livelier passages that skipped over the keyboard. She wanted to make sure that her fingers would do her bidding when the time came. The week before the big day, Emily practiced several times with an accompanist her teacher had hired. Playing the piece with the orchestral part included, even played on a piano, thrilled her.
- 4 The day arrived. Emily was ready. She knew that her memorization was perfect, and she had done all she could to ensure that she would play like a professional. As she, her teacher, and the accompanist arrived at the auditorium, she felt her stomach lurch a little, and she took a deep breath to calm her nerves. She held her hands out and studied them; they were steady. Good. It was hard to play with shaking hands. Other young people were waiting and were seated in the foyer of the auditorium. An usher guarded the closed doors into the large room, and Emily could hear the muted sounds of a violin audition in progress beyond the doors. She looked at the program and saw that she was the next person to play.
- 5 The sounds of the violin stopped, and Emily could hear some voices, although she could not understand what they were saying. Then the door opened, and a young man came out carrying his violin. The usher watched the young man as his teacher and accompanist followed him, and then he called Emily's name. Finally, it was happening. It was time for her to play. Taking another deep breath, she smiled and walked into the auditorium with her teacher and accompanist. As her teacher took a seat at the back of the room, Emily walked toward the stage, which was dominated by the two grand pianos. They were arranged tail to tail, so that the pianists sitting at the keyboards could face each other. Just below the stage in the front of the auditorium was a long table with several people sitting at it. They were the judges, including the director of the Metropolitan Symphony. Climbing the stairs to the stage, Emily sat at one piano, while her accompanist sat at the other. They could look directly at each other across the broad expanse of the two pianos.
- 6 Emily looked out at the judges to see whether they were ready for her to begin. One of them smiled and said, "Whenever you're ready." Emily looked at her accompanist, who was watching for her signal. She closed her eyes for a moment, concentrating on what she was about to play. Then she raised her hands to the keyboard and nodded to the accompanist. He began to play the introduction, which was actually like a deep drum roll from the orchestra. The piano adaptation was a tremendous rolling back and forth between two bass notes, which simulated the drum roll. Emily lifted her hands and brought them down for the first crashing chord and followed it with the other huge chords moving down the keyboard. She forgot about everything except the music.
- 7 That night, Emily waited anxiously for the telephone call from her teacher. They had been told the teachers would be notified sometime early in the evening. The phone rang, and Emily's father answered it. He listened for a moment and then held the phone out to Emily. "It's for you," he said with a smile. Hardly daring to breathe, Emily put the phone to her ear.
- 8 "Congratulations, Emily!" said her teacher happily. "You're one of the eight students accepted to play in the youth concert. And not only that—you are going to be the final performer. The judges were very complementary. They said they wanted the concert to end with the most exciting performance!"
- 9 Emily felt tears of joy sting her eyes. She could hardly believe it! She was going to play with an orchestra. Her dream was about to come true.

Reporting Category: Language

Numbers 15 through 19

Performance Indicator: 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

15. Read these sentences from Paragraph 3 of the short story.

But she was less sure of her hands on some of the livelier passages that skipped over the keyboard. She wanted to make sure that her fingers would do her bidding when the time came.

How can these sentences best be combined without changing their meaning?

- ☐ A But she was less sure of her hands on some of the livelier passages that skipped over the keyboard, although she wanted to make sure that her fingers would do her bidding when the time came.
- ☐ B But she was less sure of her hands on some of the livelier passages that skipped over the keyboard, but she wanted to make sure that her fingers would do her bidding when the time came.
- ☐ C But she was less sure of her hands on some of the livelier passages that skipped over the keyboard, given that she wanted to make sure that her fingers would do her bidding when the time came.
- ☐ D But she was less sure of her hands on some of the livelier passages that skipped over the keyboard, so she wanted to make sure that her fingers would do her bidding when the time came.

Performance Indicator: 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

16. Which correction should be made in Paragraph 8?

- ☐ A Change You're to Your.
- ☐ B Change accepted to excepted.
- ☐ C Change complementary to complimentary.
- ☐ D Change performance to performance.

Performance Indicator: 3003.1.8 Choose correctly or incorrectly spelled words.

17. Which word in Paragraph 6 is spelled incorrectly?

- ☐ A concentrating
- ☐ B accompanist
- ☐ C tremendous
- ☐ D simulated

Performance Indicator: 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

18. Read this sentence from Paragraph 5.

The usher watched the young man as his teacher and accompanist followed him, and then he called Emily's name.

The pronoun he most likely refers to

- ☐ A the accompanist
- ☐ B the young man
- ☐ C the teacher
- ☐ D the usher

Performance Indicator: 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

19. Read this sentence from Paragraph 5 of the short story.

Just below the stage in the front of the auditorium was a long table with several people sitting at it.

Which revision of the sentence uses only the active voice?

- ☐ A In the front of the auditorium, just below the stage, was a long table where several people were sitting.
- ☐ B Several people were seated at a long table just below the stage in the front of the auditorium.
- ☐ C Several people sat at a long table just below the stage in the front of the auditorium.
- ☐ D A long table, where several people had been seated, was just below the stage in the front of the auditorium.

Reporting Category: Writing and Research

Numbers 20 through 20

Performance Indicator: 3003.3.2 Choose the most effective order of sentences in a paragraph.

20.

Read the sentences from Paragraph 2.

(1) Emily was working on the first movement of Edvard Grieg's Piano Concerto in A Minor. (2) It had been her dream ever since she had begun listening to and studying classical piano music. (3) Every time she practiced, she imagined herself on a stage performing it with the Metropolitan Symphony. (4) Emily really wanted to be one of the winners of the competition.

What is the correct order for these sentences?

- ☐ A 1, 3, 2, 4
- ☐ B 4, 1, 2, 3
- ☐ C 1, 2, 4, 3
- ☐ D 4, 2, 1, 3

Reporting Category: Literature

Numbers 21 through 21

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

21.

What is the effect of telling the short story in the third-person limited point of view?

- ☐ A It enables readers to share in Emily's experience firsthand.
- ☐ B It allows readers to view events from several characters' perspective.
- ☐ C It shows readers the benefits of telling a story objectively.
- ☐ D It encourages readers to imagine what Emily might be thinking.

Reporting Category: Writing and Research

Numbers 22 through 23

Performance Indicator: 3003.3.12 Identify a statement that reveals the writer's attitude.

22.

Which explanation best shows that the author's purpose is to entertain the reader?

- ☐ A The author provides facts about a composer's piano music.
- ☐ B The author uses suspense to follow an incident in the life of a fictional character.
- ☐ C The author describes events to show readers how a real piano competition proceeds.
- ☐ D The author uses humor to give readers insight into the thoughts of a nervous student.

Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

23.

Read these sentences from Paragraph 7.

They had been told the teachers would be notified sometime early in the evening. The phone rang, and Emily's father answered it.

What would be the best transition word between these sentences?

- ☐ A Anyway
- ☐ B Finally
- ☐ C However
- ☐ D Therefore

Reporting Category: Logic

Numbers 24 through 25

Performance Indicator: 3003.5.1 Make inferences and draw conclusions based on evidence in text.

24.

Read this sentence.

The rate at which technology changes makes it difficult for people to keep current, for the newest updates and gadgets are not typically designed with the consumer's pocketbook in mind.

What does the sentence imply?

- ☐ A Most people are not interested in owning the most current technology.
- ☐ B Technology companies should slow the rate at which they produce new products.
- ☐ C Most people have limited financial resources to devote to technology.
- ☐ D Technology companies are unable to produce every new change that the public demands.

Performance Indicator: 3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

25.

Read the paragraph.

I feel that the lunch offered in our school cafeterias needs to be improved. A recent study by local nutritionists revealed that the lunches in our high schools are seriously lacking in essential vitamins and minerals and extremely high in fat and sugar calories. There is no reason for this. High-fat and high-calorie foods are not the only foods that schools can offer. School cafeterias need to use fresh ingredients and whole grains. This will help our students have a more balanced meal at the most important part of their day.

Which sentence is the best rebuttal to this argument?

- ☐ A Many students refuse to eat in the cafeteria because they do not like the taste of the food prepared there.
- ☐ B Schools may have limited budgets, but with the right planning they could purchase many high-quality ingredients at low prices.
- ☐ C Whole grain foods and fresh produce are much easier to find these days because of the recent interest in our society to eat healthily.
- ☐ D Students eat plenty of food lacking in nutrition on their own time—school cafeterias cannot be the sole blame for students' poor eating habits.

Reporting Category: Writing and Research

Numbers 26 through 26

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

26.

Read the paragraph.

(1) The students in the history class prepared to give oral presentations of their research. **(2)** The teacher told the class that each student should bring any visual aids they might need. **(3)** When the class finished and all students had given a presentation, they felt relieved to have the assignment completed. **(4)** The teacher remarked that each student had done a great job.

Which sentence should be revised to correct an error in pronoun/antecedent agreement?

- ☐ **A** sentence 1
- ☐ **B** sentence 2
- ☐ **C** sentence 3
- ☐ **D** sentence 4

Read the speech and answer questions 27 through 34.

A Room of Our Own

- 1 Good evening. As a longtime patron of the library, I have always enjoyed the services and programs provided by the city library. I remember coming to story times and puppet shows when I was only three or four years old. I remember the pride I felt when I got my first library card. As I grew older and learned to read, I participated in the summer reading program. Now, however, for the first time I find myself lost in this library that is so familiar to me. I feel as if there is no place for me here, and I am afraid that my library has forgotten about me. I am too old for the children's section and not quite old enough for the adult section. I have to embark on a treasure hunt to find books that might interest me because they are scattered throughout both sections. I am here tonight to ask you to address this issue. I urge you to consider a viable solution; adding a teen room to the library.
- 2 A teen room could provide teenagers a safe place to congregate. By having a safe place to get together with friends in a somewhat supervised area, teenagers will stop getting into trouble. Teens could also meet at the library to do homework and to study, thus improving school performance. It would also give us a place to hold book discussions and various clubs. For example, the teen room at the Smithville Library has all sorts of cool events. The library could become the central hub around which a teenage community is built, and isn't the purpose of the city library to support and encourage a sense of community?
- 3 Unfortunately, it seems that the library has forgotten about its teen patrons. The library offers a litany of programs for children, adults, and seniors; however, it offers nothing for people between the ages of twelve and eighteen. Some people may argue that people my age just aren't interested in the library, but I can promise you that this is not the case. We just do not want to have to go through the hassle of sorting through the Dr. Seuss books to find something that we might like to read. I know there are great young adult books in this library; I just cannot find them.
- 4 A teen room would provide one place for all the books written for teenagers. It would provide space for librarians to highlight certain teen books. It could even provide a space for teens to recommend and review books. Having all the young adult books in one place would actually encourage us to read more because we could browse the shelves to find interesting books specifically for us as we did when we first learned to read.
- 5 The addition of a teen room at the library helps the entire community. It preserves a space specifically for young children in the children's section. It leaves the adult section for the adults, and it gives us our own space as well. By adding a teen room, the library will meet the needs of all of the members of the community. As you debate the future of the library, I urge you to consider making this addition. Thank you so much for your time.

Reporting Category: Language

Numbers 27 through 27

Performance Indicator: 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

27. Read this sentence from Paragraph 3.

Some people may argue that people my age just aren't interested in the library, but I can promise you that this is not the case.

Which revision of the sentence, if any, offers the best replacement for the underlined word?

- ☐ A Some people may argue that people my age just aren't interested in the library, but I can assure you that this is not the case.
- ☐ B Some people may argue that people my age just aren't interested in the library, but I can ensure you that this is not the case.
- ☐ C Some people may argue that people my age just aren't interested in the library, but I can insure you that this is not the case.
- ☐ D no change

Reporting Category: Writing and Research

Numbers 28 through 29

Performance Indicator: 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

28. Which sentence from Paragraph 2 lacks relevance to the main idea and should be deleted?

- ☐ A A teen room could provide teenagers a safe place to congregate.
- ☐ B Teens could also meet at the library to do homework and to study, thus improving school performance.
- ☐ C It would also give us a place to hold book discussions and various clubs.
- ☐ D For example, the teen room at the Smithville Library has all sorts of cool events.

Performance Indicator: 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

29. Which rearrangement of Paragraphs 2, 3, and 4 will most improve the organizational structure of the speech?

- ☐ A 2, 4, 3
- ☐ B 3, 2, 4
- ☐ C 4, 2, 3
- ☐ D 4, 3, 2

Reporting Category: Logic

Numbers 30 through 31

Performance Indicator: 3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority, *post hoc*, straw man) within a given argument.

30. Read this sentence from Paragraph 2.

By having a safe place to get together with friends in a somewhat supervised area, teenagers will stop getting into trouble.

What logical fallacy is used in this sentence?

- ☐ A straw man
- ☐ B *ad hominem*
- ☐ C *non sequitur*
- ☐ D slippery slope

Performance Indicator: 3003.5.12 Select an additional sentence to add to an argument within a persuasive text.

31. Which sentence should be added to strengthen the argument in Paragraph 4?

- ☐ A The teen room would free up space for more books in other sections of the library by moving all the young adult books from the adult and children's sections to the teen room.
- ☐ B The library could even gauge teen interest in such a room by conducting a survey to ask teens how often they would come to the library if there was a room specifically for teens.
- ☐ C The teen room could even have a game center like the teen rooms in many public libraries where teens can meet and have gaming tournaments on the weekends and over school breaks.
- ☐ D The room could even provide a space for sorting books into common young adult genres so that teens interested in graphic novels or techno-thrillers can easily find books that will appeal to them.

Reporting Category: Writing and Research

Numbers 32 through 32

Research

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

32. Which mode of writing is used by the author?

- ☐ A informative
- ☐ B persuasive
- ☐ C expository
- ☐ D narrative

Reporting Category: Communication and Media
Numbers 33 through 33

Performance Indicator: 3003.2.1 Identify the thesis and main points of a complex speech.

33. Which statement is one of the speaker's main points?
- ☐ A Young adult readers have been overlooked by the library.
 - ☐ B Teenagers are caught between being children and being adults.
 - ☐ C Young adult books at the library are mixed in with the adult books.
 - ☐ D Teenagers will stay out of trouble if there is a teen room at the library.

Reporting Category: Writing and Research
Numbers 34 through 41

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

34. Read this sentence from Paragraph 1.
- I urge you to consider a viable solution; adding a teen room to the library.
- Which revision corrects the punctuation error?
- ☐ A I urge you to consider a viable solution: adding a teen room to the library.
 - ☐ B I urge you to consider a viable solution. Adding a teen room to the library.
 - ☐ C I urge you to consider, a viable solution by adding a teen room to the library.
 - ☐ D I urge you to consider a viable solution, and adding a teen room to the library.

Read the draft of a speech and answer questions 35 through 42.

Debate over Community Service and Graduation Requirements

- 1 Fellow students, members of the school board, and community members: my name is Emily Connelley, and I am speaking tonight on behalf of my fellow students as their student body president. Recently, there have been lengthy discussions on the possibility of changing the requirements for high school graduation. Instead of just completing the required course work with satisfactory grades as has always been the model for graduation, it is now suggested that all high school seniors also complete seventy-five hours of community service.
- 2 While we students feel that community service is an important activity, we do not feel that it should be required in order to graduate. Serving others should be a volunteer activity that is completed solely for the benefit of others. When you require a person to do service—without giving him or her the choice to do so—you take away the intrinsic benefits of the activity. Instead of feeling good for doing something positive and constructive for someone else, the person doing the service only gets a sense of something crossed off his or her to-do list and nothing more. Teens do like to play video games and watch television, and if they had to do community service they would not have time for that.
- 3 Forcing us to do service as a graduation requirement implies that we—as selfish teenagers—would not volunteer for these activities on our own just to be good members of society. This shows teens that the adults in the school system have little confidence in us as people. Many of us perform service all of the time without being asked. Let me share with you an example.
- 4 Formerly, a group of my friends saw a home in their neighborhood that needed repair. The yard had not been taken care of all summer. Upon inquiring about the situation, the teens learned that the owner of the home had been ill and had not been able to take care of his place for several months. So, these teens didn't just sit idly by and watch the house go into further disarray. They stepped in and did something about it. They spent all day at his house one Saturday. They weeded flower gardens. They mowed the lawn. They trimmed the hedges. They pruned the flower bushes. That was service enough, but they did not stop there. Throughout the rest of the summer, they took turns returning to the house several times a week to water the lawn and flowers. These teens did not do this for monetary compensation. In fact, when the owner offered them money, they refused it. These teens also did not do it for any kind of reward or project. They simply did it because it needed to be done and someone needed their help.
- 5 I feel that this requirement for graduation is not necessary. I believe the adults who are making these decisions need to have more confidence in the goodness of the rising generation. Adults: Instead of just assuming that teens are "up to no good," look around you and see the many positive activities in which teens are engaged. Once you take the time to do this, you too will agree that teens can and do make a positive impact on the community—without it being required of them.
- 6 Thank you for your time this evening and for listening to my opinion. I hope that the words I have spoken tonight will give you more insight into this very important topic.

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

35. Which word in the speech is misspelled?

- ☐ A solely
- ☐ B pruned
- ☐ C intrinsick
- ☐ D monetary

Performance Indicator: 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

36. Which statement from the speech best shows the author's attitude about the topic?

- ☐ A Recently, there have been lengthy discussions on the possibility of changing the requirements for high school graduation.
- ☐ B Forcing us to do service as a graduation requirement implies that we—as selfish teenagers—would not volunteer for these activities on our own just to be good members of society.
- ☐ C Upon inquiring about the situation, the teens learned that the owner of the home had been ill and had not been able to take care of his place for several months.
- ☐ D I believe the adults who are making these decisions need to have more confidence in the goodness of the rising generation.

Performance Indicator: 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

37. **Read these sentences from Paragraph 4.**

They spent all day at his house one Saturday. They weeded flower gardens. They mowed the lawn. They trimmed the hedges. They pruned the flower bushes.

Which sentence best combines the sentences?

- ☐ A They spent all day weeding, pruning, mowing, and trimming.
- ☐ B One Saturday they spent all day at his house they mowed, they trimmed, they pruned, and they weeded.
- ☐ C They spent all day one Saturday weeding flower gardens, mowing the lawn, trimming the hedges, and pruning the flower bushes.
- ☐ D At his house one Saturday, they spent their time weeding the flower gardens, pruning flower bushes, and even trimmed the hedges and mowed the lawn.

Performance Indicator: 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

38. **Which sentence in the speech should be removed because it is irrelevant?**

- ☐ A Teens do like to play video games and watch television, and if they had to do community service they would not have time for that.
- ☐ B This shows teens that the adults in the school system have little confidence in us as people.
- ☐ C I believe the adults who are making these decisions need to have more confidence in the goodness of the rising generation.
- ☐ D I hope that the words I have spoken tonight will give you more insight into this very important topic.

Performance Indicator: 3003.3.7 Select the thesis statement in a writing sample or passage.

39. **Which sentence from the speech states the thesis?**

- ☐ A Instead of just completing the required course work with satisfactory grades as has always been the model for graduation, it is now suggested that all high school seniors also complete seventy-five hours of community service.
- ☐ B While we students feel that community service is an important activity, we do not feel that it should be required in order to graduate.
- ☐ C Formerly, a group of my friends saw a home in their neighborhood that needed repair.
- ☐ D I hope that the words I have spoken tonight will give you more insight into this very important topic.

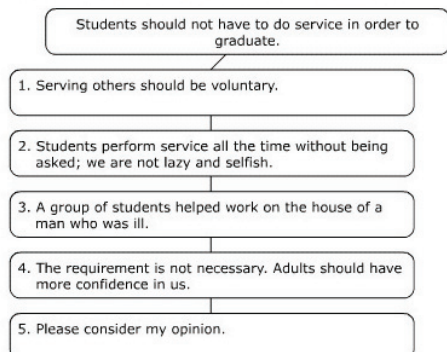
Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

40. **Which transitional word should replace "Formerly" in Paragraph 4?**

- ☐ A Recently
- ☐ B Honestly
- ☐ C Shockingly
- ☐ D Coincidentally

Performance Indicator: 3003.3.6 Revise to correct a nonparallel construction.

41. The author completed this graphic organizer prior to writing the speech.



Beside which idea should this sentence be placed?

A friend of mine found out that a student in her neighborhood was struggling with math, so she offered to help him.

- ☐ A Idea 1
- ☐ B Idea 2
- ☐ C Idea 3
- ☐ D Idea 4

Reporting Category: Communication and Media

Performance Indicator: 3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

42. Which organizational pattern is used in this speech?

- ☐ A problem-solution
- ☐ B comparison-contrast
- ☐ C proposition-support
- ☐ D chronological-sequential

Reporting Category: Language

Numbers 43 through 43

Performance Indicator: 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

43.

Read this sentence.

When Lisa looked down from the high-dive board to the water far below, she was reminded of something that President Franklin D. Roosevelt once said "There is nothing to fear, but fear itself."

Which is the best way to punctuate the underlined portion of the sentence?

- ☐ A she was reminded of something that President Franklin D. Roosevelt once said: "There is
- ☐ B she was reminded of something that President Franklin D. Roosevelt once said; "There is
- ☐ C she was reminded of something that President Franklin D. Roosevelt once said, "There is
- ☐ D No change

Reporting Category: Communication and Media

Numbers 44 through 44

Performance Indicator: 3003.2.1 Identify the thesis and main points of a complex speech.

44.

Read this excerpt from a speech.

Many people want to replace the crumbling viaduct that cuts across Seattle's downtown with another elevated highway. This may be the least expensive option, but it will cost the city its future. People must rethink our downtown landscape. A tunnel is the best choice for replacing this outdated highway that blocks Eliot Bay from view, and taxpayers will find that the tunnel costs will be offset by an increase in tourist traffic once the city's waterfront is more accessible. Engineers assure us that a tunnel is a safe and efficient option for taking the ever-increasing volumes of traffic through our downtown area and it will allow us to create a new waterfront park above ground.

Which sentence is the thesis of this speech?

- ☐ A Many people want to replace the crumbling viaduct that cuts across Seattle's downtown with another elevated highway.
- ☐ B This may be the least expensive option, but it will cost the city its future.
- ☐ C A tunnel is the best choice for replacing this outdated highway that blocks Eliot Bay from view, and taxpayers will find that the tunnel costs will be offset by an increase in tourist traffic once the city's waterfront is more accessible.
- ☐ D Engineers assure us that a tunnel is a safe and efficient option for taking the ever-increasing volumes of traffic through our downtown area and it will allow us to create a new waterfront park above ground.

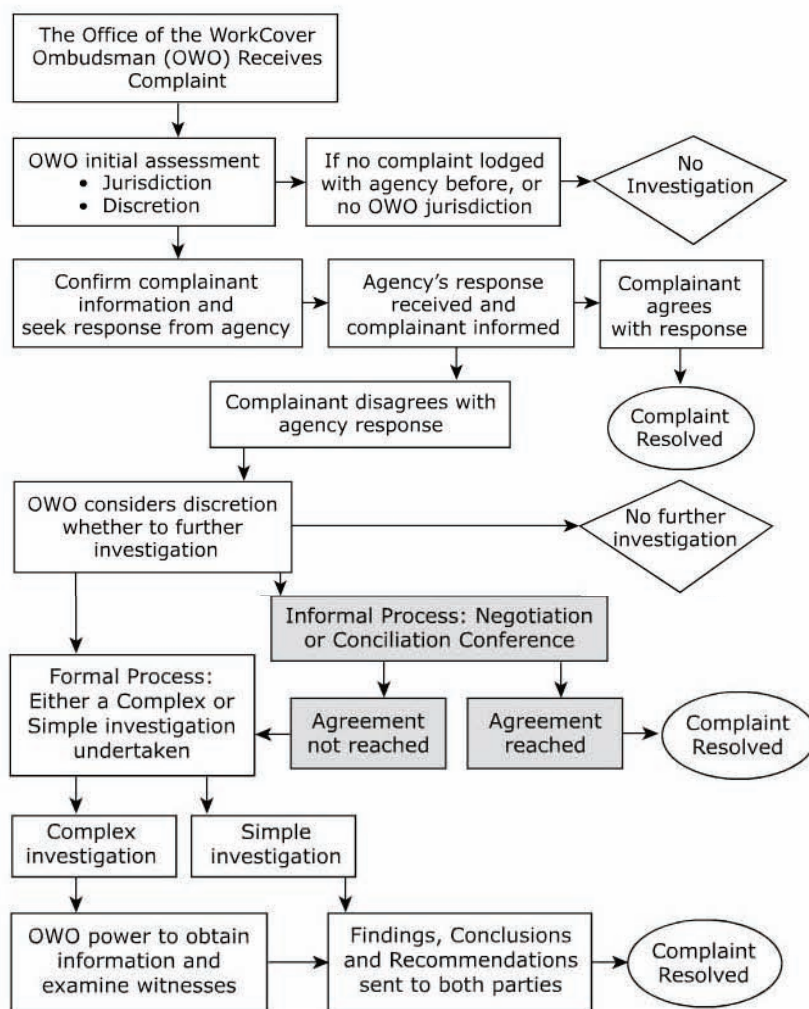
Reporting Category: Informational Text

Numbers 45 through 45

Performance Indicator: 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

45.

Study this graphic organizer.



Based on the information found in this graphic organizer, which statement is true?

- ☐ A Complaints can be resolved only after formal investigations.
- ☐ B If an agreement cannot be reached, then the complaint can be resolved.
- ☐ C Without an investigation, the judgment always turns out unfairly for the complainant.
- ☐ D If the complainant agrees with the agency's response, then the complaint can be resolved.

Read the short story and answer questions 46 through 53.

And the Winner Is . . .

- 1 "You can become Mr. Popular!" the radio announcer trumpeted in that fake I am fifty-but-hip radio DJ voice. "Enter the contest at Acme Sports Emporium and you could win two yearlong passes to Whoopee World Amusement Park!" It seemed as if he was reaching out through the airwaves and speaking directly to me, saying, "Hey, Rex Wilson, this is your opportunity to become the most venerated senior at Jefferson High!"
- 2 I phoned my buddy, Leon, and told him about the contest and that all I had to do was go downtown to the Acme Sports Emporium and guess how many table-tennis balls were in a big glass jar in their front window. The entrant who came closest would win two free passes for a full year of riding roller coasters, scramblers, and other fantastic lose-your-lunch thrill rides at Whoopee World, thus would I become the most sought after kid in school, rather than the *persona non grata* I sometimes felt like. Leon said, "Dude, you're always 'grata' with me," but then, Leon is my best friend, and he likes me with or without free passes to an amusement park.
- 3 Let me explain further: It's all about the lunchroom. There's one table where the popular kids sit, and that is where I longed to sit because—in addition to the other perks—the sensational Jennifer Ackerman sat there. Alas, Leon and I occupied the table for math and science whizzes; ironically my astonishing math skills were about to help me win big!
- 4 Leon and I ventured down to the Acme Sports Emporium to behold the Herculean jar, which was as big as a garbage can and crammed with table-tennis balls. The store manager gave me permission to measure the jar with a tape measure, so I jotted down the height and circumference of the jar and any other relevant statistics, after which I bought a bag of table-tennis balls, took their measurements, got out my calculator, and computed my answer: There were 587 table-tennis balls in that jar, which is what I wrote on my entry form along with my name and phone number.
- 5 That was on a Friday, and the contest winner was to be announced on the radio one week later. However, the very next day, while Leon and I were listening to the station, the DJ unexpectedly announced there was already a winner in the contest. "It's incredible folks!" he proclaimed, "but the store manager says, against all odds, someone has already guessed the count correctly!" I looked at Leon, my eyes as big as pancakes, as the DJ continued, "We can't reveal the winner till next Friday, but a lucky person with the initials RW is about to become very popular!"
- 6 "That's me," I shouted, jumping up and down and shaking Leon like a maraca. "What's the statistical probability that another RW entered the correct number?" Leon looked dubious, so I jumped around some more, blubbing, "It's me! Rex Wilson! It's a mathematical certainty!" Leon still looked doubtful, but I made haste to the Internet to inform everyone I knew and everyone they knew.
- 7 By Monday morning, word had spread throughout school that Rex Wilson was going to win the passes to the fun park and by midweek I was the new Mr. Popular. Everyone was suddenly my best friend, and every comment I uttered was surpassingly brilliant and/or hysterically funny. I had no idea how magnificent I was!
- 8 And then it happened: Jennifer Ackerman asked me whether I wanted to join her at the celebrated popular kids' table. I may have passed out momentarily: I am not sure, but the next thing I recall was muttering breathlessly, "Really? Me?"
- 9 "Sure, Rex," Jennifer purred. "You belong with us at our table. I'll even let you have my french fries." My head spun around with the exhilarating promise of her admiration and more junk food.
- 10 "But what about Leon?" I asked. "Can he join us?"
- 11 Jennifer fluttered her massive eyelashes, which may have unleashed a hurricane on the other side of the earth, and said, "Gosh, Rex. I'd love to have Leon join us, but there's only one extra seat."
- 12 The next thing I did shames me to this day: I joined Jennifer at the popular kids' table. Yes, yes, I know. I am superficial, supercilious, and superfluous, but, hey, it's Jennifer Ackerman we're talking about. Leon just kind of shrugged and intoned sagely, "You'll be back."
- 13 As it turns out, Leon was quite prescient, for, indeed, when the contest winner was finally announced on the radio that Friday, it was not I. RW was someone named Rita Wollenberger, who is no doubt now the most popular female in her part of the universe. I felt like a great big zero; no, less than a zero; a negative integer.
- 14 Suddenly, there was no longer an extra chair at the popular kids' table; and I returned with my tail between my legs (metaphorically) to the place I truly belonged, the math and science table, sitting beside my still-best-friend and commendably forgiving guy, Leon.

Reporting Category: Language

Numbers 46 through 47

Performance Indicator: 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

46. Read this sentence from Paragraph 13.

As it turns out, Leon was quite prescient, for, indeed, when the contest winner was finally announced on the radio that Friday, it was not I.

Based on the context of the passage, what does the word prescient mean?

- ☐ A able to maintain objectivity
- ☐ B able to anticipate outcomes
- ☐ C able to solve problems
- ☐ D able to remain loyal

Performance Indicator: 3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avantgarde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*, *ad hoc*, *cause célèbre*, *magnum opus*, *persona non grata*, *quid pro quo*, *je ne sais quoi*, *modus operandi*, *nom de plume*, *haute couture*, *mea culpa*).

47. Read this excerpt from Paragraph 2.

...thus would I become the most sought after kid in school, rather than the persona non grata I sometimes felt like.

A persona non grata is someone who has been

- ☐ A exiled.
- ☐ B misled.
- ☐ C criticized.
- ☐ D slandered.

Reporting Category: Literature

Numbers 48 through 54

Performance Indicator: 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

48. Which literary archetype **best** describes Rex Wilson?

- ☐ A The fool, because he brags about his intelligence and popularity
- ☐ B The mentor, because he explains his table-tennis ball calculations
- ☐ C The villain, because he thoughtlessly betrays his closest friend
- ☐ D The underdog, because he is likable but still destined to lose

Performance Indicator: 3003.8.12 Locate words or phrases in a passage that provide historical or cultural cues.

49. Which phrase from the story **best** suggests that the narrator is a contemporary teenager?

- ☐ A ...he was reaching out through the airwaves...
- ☐ B ...other fantastic lose-your-lunch thrill rides...
- ☐ C ...to be announced on the radio one week later...
- ☐ D ...still-best-friend and commendably forgiving guy...

Performance Indicator: 3003.8.14 Identify classical, historical, and literary allusions in context.

50. Which sentence from the story includes a classical allusion?

- ☐ A Leon and I ventured down to the Acme Sports Emporium to behold the Herculean jar, which was as big as a garbage can and crammed with table-tennis balls.
- ☐ B By Monday morning, word had spread throughout school that Rex Wilson was going to win the passes to the fun park and by midweek I was the new Mr. Popular.
- ☐ C Everyone was suddenly my best friend, and every comment I uttered was surpassingly brilliant and/or hysterically funny.
- ☐ D RW was someone named Rita Wollenberger, who is no doubt now the most popular female in her part of the universe.

Performance Indicator: 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

51. Which of these excerpts from the story includes hyperbole?

- ☐ A "Enter the contest at Acme Sports Emporium and you could win two yearlong passes to Whoopee World Amusement Park!"
- ☐ B "We can't reveal the winner till next Friday, but a lucky person with the initials RW is about to become very popular!"
- ☐ C By Monday morning, word had spread throughout school that Rex Wilson was going to win the passes to the fun park...
- ☐ D Jennifer fluttered her massive eyelashes, which may have unleashed a hurricane on the other side of the earth...

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

52. **What information about himself does the narrator withhold from readers?**

- ☐ A why he sits at the math and science table
- ☐ B why he wants to be with the popular kids
- ☐ C whether he regrets entering the contest
- ☐ D whether he is aware of his own flaws

Performance Indicator: 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

53. **The climax in the story occurs when**

- ☐ A Rex tells everyone his guess is the correct one.
- ☐ B Jennifer invites Rex to sit with her during lunch.
- ☐ C Rex realizes someone else has won the contest.
- ☐ D Leon forgives Rex for eating with the popular kids.

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

54.

Read this passage.

I did not plan to sneak out at night. My friends were making such a racket outside that I had to do something to quiet them. So I climbed out my window, but the lattice broke, sending me hurtling toward the ground. Practically every dog in the neighborhood woke up after that, and then so did my parents.

What is the point-of-view of the passage, and how does it affect the characters, theme, and conflict?

- ☐ **A** First-person point-of-view: the theme develops from the inner and outer conflicts of a character, and readers see conflict from an author's perspective.
- ☐ **B** First-person point-of-view: the theme develops from the main character's thoughts and actions, and readers see inner and outer conflict as if they were the character.
- ☐ **C** Third-person objective point-of-view: the theme develops from what an observer would see the characters do, and readers see conflict from an observer's perspective.
- ☐ **D** Third-person limited point-of-view: the theme develops from the main character's thoughts and actions, and we see inner and outer conflict from a distanced character perspective.

Reporting Category: Language

Numbers 55 through 55

Performance Indicator: 3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avantgarde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*, *ad hoc*, *cause célèbre*, *magnum opus*, *persona non grata*, *quid pro quo*, *je ne sais quoi*, *modus operandi*, *nom de plume*, *haute couture*, *mea culpa*).

55.

Read the sentence.

Robert always impresses people with his ability to remain tactful and respectful in the most stressful situations.

Which phrase describes Robert's behavior?

- ☐ **A** *savoir faire*
- ☐ **B** *avant-garde*
- ☐ **C** *nom de plume*
- ☐ **D** *persona non grata*

Reporting Category: Logic
Numbers 56 through 57

Performance Indicator: 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

56.

Read the following two passages.

Wynton Marsalis: In His Own Words

"I was fortunate enough to have had two parents who kept me immersed in the arts," Marsalis told a reporter for *Town and Country* in 2004. "I grew up in New Orleans, where I got to play with the symphony orchestra, funk bands, marching bands, light classical bands, church bands and just about any other group that performed any kind of music at any time. I was always on call. All I had to do was bring my horn and I was all right. When I wasn't playing, I was going to concerts, museums and plays and reading the books my mother and father brought home: American literary classics and books on history and art. There were reproductions of paintings by Picasso and other artists on our walls. My parents did all they could to create a feeling that art is the material that connects people from one part of the world to another."

"[When I was 12,] I looked around and wanted to find something that I could do," he told a reporter for *Ebony* in 1983. "I thought I would play basketball but I wasn't good enough. I was too short and stuff, so I got into the band and I couldn't play. Everybody could play and I was the saddest one there. I was one of those cats that wanted to act like they could play without practicing. I see cats like that all the time, now..... When I decided I really wanted to play, I went to the library and read everything I could find about the trumpet. I listened to every record.... I used to practice all night. That's all I did — practice trumpet. I would wake up in the morning and start practicing. I'd go to school and think about practicing in the daytime. I would play band in the evening and come home and pull records and books out and practice."

Wynton Marsalis

Wynton Marsalis was born October 18, 1961, in New Orleans, Louisiana. He was the second of six sons of Ellis and Deloris Marsalis. His musical abilities as a trumpeter began at a very young age. By the age of 8, he was performing with the Fairview Baptist Church band; by age 14, he was performing with the New Orleans Philharmonic; and by age 18, he was enrolled in New York's prestigious Juilliard School of Music. He has performed with such impressive musicians as Clark Terry, Dizzy Gillespie, Sonny Rollins, Sarah Vaughan, Sweets Edison, and Ron Carter. After finishing Juilliard, Wynton went on to start his own band with which he performed more than one hundred concerts every year for the next fifteen years of his life. These performances helped attract a whole new audience and interest to jazz music. Because of this, in 1987, he started the Jazz at Lincoln Center in New York City—a program that solidified jazz as an art form. Not only is this an avenue for performing arts, it is also a way that jazz can be taught through educational activities, debates, film forums, and dances.

Wynton's mark on the world of jazz is far reaching. He is not only a performer but also an educator, composer, and bandleader. In fact, he is considered one of the best jazz musicians and composers in the world today. Because of his talent and success, in 1997 he became the first jazz musician to receive the Pulitzer Prize for Music.

What can be concluded based on the information from both passages?

- ☐ A Wynton can attribute his success to years of hard work.
- ☐ B Wynton has made a tremendous impact on the world of jazz music.
- ☐ C Wynton has been the recipient of numerous awards and accolades over his long career.
- ☐ D Wynton could see he had talent at a young age that far exceeded his peers.

Performance Indicator: 3003.5.3 Evaluate text for fact and opinion.

57.

Read this paragraph.

I felt speechless as I stood and gazed out at the ocean before me. I had climbed a very steep path in order to see this exhilarating view. The result was that I was still struggling to catch my breath. A welcome fence separated me from the drop-off that fell away to the rocks below. Daring to step close enough to peer down, I could see a blaze of yellow wildflowers. They were growing from the cliff all the way down to the water's edge. The mass of intense color was breathtaking. Beyond, the glorious blue ocean waves were white frosted by the same wind that was buffeting me where I stood. Silently, I took it all in.

Which sentence from the paragraph contains only fact?

- ☐ A I felt speechless as I stood and gazed out at the ocean before me.
- ☐ B I had climbed a very steep path in order to see this exhilarating view.
- ☐ C A welcome fence separated me from the drop-off that fell away to the rocks below.
- ☐ D They were growing from the cliff all the way down to the water's edge.

Reporting Category: Communication and Media

Numbers 58 through 58

Performance Indicator: 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

58.

Look at this illustration used in an anti-littering campaign.



Which element reinforces the intended message that littering is a problem that begins with each individual person?

- ☐ A the solitary hand throwing the trash
- ☐ B the shape of the tiles in the sidewalk
- ☐ C the absence of other debris on the sidewalk
- ☐ D the placement of the trash in the middle of the frame

Read the drama and answer questions 59 through 67.

Meeting at the Movies

SCENE LOCATION – MOVIE THEATRE LOBBY

(We see a long line of people leading up to a box office window in the lobby of a movie theatre. Every few minutes throughout the play someone at the head of the line purchases their tickets and then exits, enabling the people behind them to advance forward a place in line.)

The lights focus on a seventeen-year-old boy waiting near the end of the line. This is JEREMY. In front of him are a woman and her young daughter. The woman turns back to speak to JEREMY.)

WOMAN: This line is taking forever.

JEREMY: I know.

WOMAN: I don't think we can wait much longer.

JEREMY: I'll save your place for you.

WOMAN: Thank you, but we'll come back later. *(Turning to her daughter)* Come on, sweetie.

(The woman leads the girl away and they exit. JEREMY turns casually to look at the person who is now directly in front of him. It's a seventeen-year-old boy, who, at that very moment, turns to regard JEREMY. When their eyes meet, a shock of unpleasant recognition washes over their faces.)

JEREMY: *(uneasy)* Zack.

ZACK: *(equally uneasy)* Jeremy.

(An awkward pause ensues.)

JEREMY: I didn't see you in front of me.

ZACK: I didn't see you behind me.

(Another pause. Throughout the following scene the line continues to slowly advance as people purchase their tickets and exit.)

JEREMY: *(trying to seem nonchalant)* How've you been?

ZACK: Good. *(Pause)* How about you?

JEREMY: Good.

ZACK: Good.

(More nervous silence occurs.)

JEREMY: *(summoning his courage)* What happened to you, Zack? You moved away last year and fell off the edge of the earth. I left a zillion messages, but you never returned them.

ZACK: New house. New school. New friends.

JEREMY: That's just geography. We've been friends since grade school.

ZACK: So?

JEREMY: So I'm just asking. What happened to you? To us?

ZACK: Don't pretend. I know.

JEREMY: Know what?

ZACK: I didn't get on the football team because you told the coach not to pick me.

JEREMY: *(genuinely surprised)* What're you talking about? It wasn't like that at all!

ZACK: *(sarcastic)* Then what was it "like?"

JEREMY: There was only one open position. I was team captain, so Coach asked me who I thought would be a better center – you or Aaron Berman.

ZACK: And you said Aaron.

JEREMY: *(the truth is difficult to admit)* Yes. I did. You're a great lineman, Zack, but Aaron's passes are game winners. I thought he'd make a better center – and he did. But Coach has a mind of his own. In the end it was his decision, not mine.

ZACK: You knew how much I wanted to be on the team.

JEREMY: I wanted that, too. But I had to give Coach an honest answer. I had to do what was best for the team.

ZACK: I'm on a new team, now, with people who have my back.

JEREMY: I'm sorry, Zack, I did what I thought was right. I guess you know who taught me about that.

ZACK: What're you talking about?

JEREMY: Don't you remember? Seventh grade? Mrs. Fitzgerald's English class? *(ZACK nods.)* She told me my story had won the citywide writing contest and that I was to receive a brass plaque in front of the entire school at the assembly the following week. She said my story was one of the best she'd read in all her years of teaching. I was so excited. My family was so proud. But then, a few days later, I suddenly remembered – it wasn't my story at all. I had seen something just like it on a TV show a few years before. I'd totally forgotten. I wasn't trying to plagiarize. I didn't know what to do. I didn't want to disappoint my family or Mrs. Fitzgerald. But you said the most important person not to disappoint was myself. You said every time I looked at that brass plaque, I'd feel ashamed, and that I had to do the honest thing. So I did.

ZACK: And Melissa Clayburg got the plaque instead.

JEREMY: I did the honest thing, Zack.

(Silence. ZACK considers a moment.)

ZACK: *(quietly)* I know.

(The boys suddenly realize they've almost reached the front of the line.)

JEREMY: We're here.

ZACK: I hope it's a good movie.

JEREMY: With a happy ending. I always like those.

ZACK: *(smiles thoughtfully)* Me, too.

(Lights fade.)

Reporting Category: Language

Numbers 59 through 59

Performance Indicator: 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

59. Read this excerpt from the play.

I had seen something just like it on a TV show a few years before. I'd totally forgotten. I wasn't trying to plagiarize. I didn't know what to do.

Which definition most closely matches the meaning of the underlined word in the sentence?

- ☐ A to present someone else's idea as your own
- ☐ B to steal an award from the person who deserves it
- ☐ C to have a memory lapse and then recall what happened
- ☐ D to watch television shows with friends while you work on projects

Reporting Category: Literature

Numbers 60 through 66

Performance Indicator: 3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

60. How do the stage directions most impact the play?

- ☐ A They enable the reader to fully visualize the setting.
- ☐ B They explain the actions and movements of the characters.
- ☐ C They show the reader where the characters are on the stage.
- ☐ D They help the reader gain insight into the feelings of the characters.

Performance Indicator: 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

61. The author reveals that Jeremy is a caring person through

- ☐ A Jeremy's thoughts.
- ☐ B Jeremy's comments.
- ☐ C what other characters say about him.
- ☐ D what the author tells the reader about him.

Performance Indicator: 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

62. Read this excerpt from the play.

JEREMY: I did the honest thing, Zack.
(*Silence. ZACK considers a moment.*)
ZACK: (*quietly*) I know.

This excerpt represents which portion of the plot?

- ☐ A climax
- ☐ B falling action
- ☐ C resolution
- ☐ D rising action

Performance Indicator: 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

63. **Read this excerpt from the play.**

JEREMY: I wanted that, too. But I had to give Coach an honest answer. I had to do what was best for the team.

ZACK: I'm on a new team, now, with people who have my back.

JEREMY: I'm sorry, Zack, I did what I thought was right. I guess you know who taught me about that.

Which type of irony, if any, is used in the excerpt?

- ☐ A verbal irony
- ☐ B dramatic irony
- ☐ C situational irony
- ☐ D no irony

Performance Indicator: 3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

64. **Read this excerpt from the play.**

WOMAN: This line is taking forever.

JEREMY: I know.

WOMAN: I don't think we can wait much longer.

JEREMY: I'll save your place for you.

This is an example of

- ☐ A aside.
- ☐ B dialogue.
- ☐ C soliloquy.
- ☐ D monologue.

Performance Indicator: 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

65. **How does the setting affect the plot of the play?**

- ☐ A Putting the boys in a long line together forces them to talk with each other and to confront their conflict.
- ☐ B Having the boys watch a movie with a happy ending makes them feel more inclined to work out their differences.
- ☐ C Putting the boys in a public setting with strangers makes it harder for them to have an honest conversation about their past.
- ☐ D Having the boys in a slow-moving line makes them more agitated and makes it difficult for them to interact with one another.

Performance Indicator: 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

66. **Read this excerpt from the play.**

JEREMY: So I'm just asking. What happened to you? To us?

ZACK: Don't pretend. I know.

JEREMY: Know what?

During what part of the plot does this excerpt occur?

- ☐ A exposition
- ☐ B rising action
- ☐ C climax
- ☐ D falling action

**Reporting Category: Communication and
Numbers 67 through 67 Media**

Performance Indicator: 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

67

Which difficulty is presented by telling this story through a drama on stage rather than through film?

- ☐ **A** The director must use pauses in dialogue to show the boys' discomfort rather than relying on their body language.
- ☐ **B** The director must make the line shorter so all the actors fit on the stage, but a longer line could be used for a movie.
- ☐ **C** The director must set the scene in a movie line rather than on a football field because a stage is too small to simulate a field.
- ☐ **D** The director must rely on lighting and the actors to communicate the boys' emotions rather than on close-up camera shots.

Reporting Category: Language

Numbers 68 through 69

Performance Indicator: 3003.1.3 Identify the patterns of challenging complex sentences.

68.

Read this sentence.

The exhibition on famous French artists at a gallery downtown where I work showcases Georges Seurat, a painter known for his unique style of using dots of paint to create an image.

Which sentence pattern is used in the sentence above?

- ☐ A subject-action verb-direct object
- ☐ B subject-linking verb-subject complement
- ☐ C subject-action verb-indirect object-direct object
- ☐ D subject-action verb-direct object-object complement

Performance Indicator: 3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.

69.

Which is the clearest, most coherent sentence?

- ☐ A The reason for the toddler's tantrum is that he missed his morning nap, and he does not feel well.
- ☐ B Even though autumn is weeks away, the leaves on the maple tree in the front yard are tinged with gold.
- ☐ C It is a fact that Brooke is most likely the team's most valuable player because she stops every goal attempt the other teams make.
- ☐ D Frothy white water rushed over staggeringly high cliffs and plummeted onto mammoth boulders in monstrously high plumes.

Reporting Category: Writing and Research

Numbers 70 through 71

Performance Indicator: 3003.3.2 Choose the most effective order of sentences in a paragraph.

70.

Read the paragraph.

(1) On a clear night at the state observatory, I saw a marvelous display of the stars in the evening sky. (2) The most striking display was the Milky Way. (3) It was a luminous band that stretched across the dark backdrop of space. (4) I marveled to think of how many solar systems might be contained within that galaxy. (5) Its billions of lights seemed to be linked together in an endless chain.

Which is the most effective order of sentences for the paragraph?

- ☐ A 1, 2, 3, 5, 4
- ☐ B 1, 2, 5, 3, 4
- ☐ C 1, 5, 2, 4, 3
- ☐ D 1, 4, 2, 3, 5

Performance Indicator: 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

71.

Read the sentences.

(1) Mika's teacher showed her class three ways to improve their writing. (2) She told them to learn the rules of grammar. (3) She told them to apply those rules to their writing. (4) She also told them to revise their writing often.

Which statement best combines these sentences?

- ☐ A Mika's teacher showed her class three ways to improve their writing: She told them to learn the rules of grammar and told them to apply those rules to their writing and to revise their writing often.
- ☐ B Mika's teacher showed her class three ways to improve their writing: learn the rules of grammar, apply those rules to their writing, and revise their writing often.
- ☐ C Mika's teacher showed her class three ways to improve their writing: She told them to learn the rules of grammar; she told them to apply those rules to their writing; and she told them to revise their writing often.
- ☐ D Mika's teacher showed her class three ways to improve their writing: She told them to learn the rules of grammar and to apply those rules to their writing and to revise their writing often.

Read the review and answer questions 72 through 77.

Climbing Without Ropes

The popular image of the mountain climber is of a person carefully climbing the sheer face of an immense cliff amid a network of safety ropes and harnesses. That is certainly one type of mountain climbing, but by no means the only kind. Many climbers now enjoy the sport of bouldering, climbing without ropes. The sport began in the 1880s as a means of helping mountaineers work on basic skills, such as locating handholds. Bouldering also helps to build strength for those longer climbs up a mountain.

While bouldering started as a means to an end, many climbers now view it as a sport in its own right. In fact, because it involves no safety ropes, some consider it more exciting than traditional mountain climbing. With proper planning, it can be every bit as exciting and safe as traditional mountain climbing. It is more accessible, cheaper, and better for the environment.

Q: What is bouldering?

A: Bouldering is a sport that involves climbing on, over, and around large boulders up to approximately twenty feet above the ground. Participants employ no safety ropes but often place a mat on the ground in case of falls.

Why boulder?

- improve your climbing skills by focusing on basics
- places to climb, such as climbing walls at gyms and parks, easy to find
- less time commitment to bouldering than to mountain climbing
- no specialized equipment requirements as with most mountain climbing
- intellectual and physical enjoyment as one solves problems

Bouldering Terms

crimp: a very small handhold

foothold: a place where one may place a foot to aid in climbing a boulder

jug: a very large handhold that is easy to use

pinch grip: a type of grip resembling the way one would take a box off a shelf.

problem: The path up a boulder is referred to as the "problem" that one must solve. The "solution" is the sequence of moves one makes up and over a boulder.

Example of a climber addressing a bouldering problem

Figure 1. The climber has two routes she could take, one to the left and one to the right. The left one appears easier because it has a jug within easy reach, but look what happens if she chooses that direction. She becomes stranded on the rock and has to go back down. Sometimes that is even more difficult than going up.

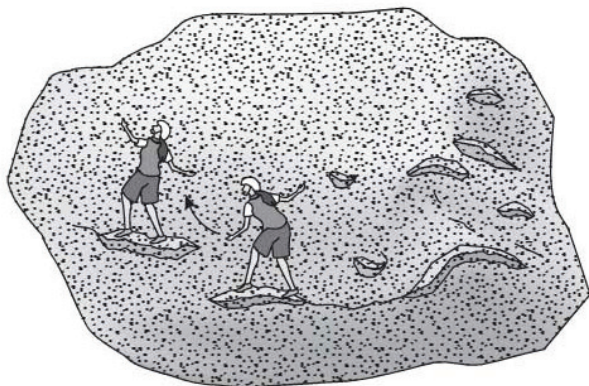
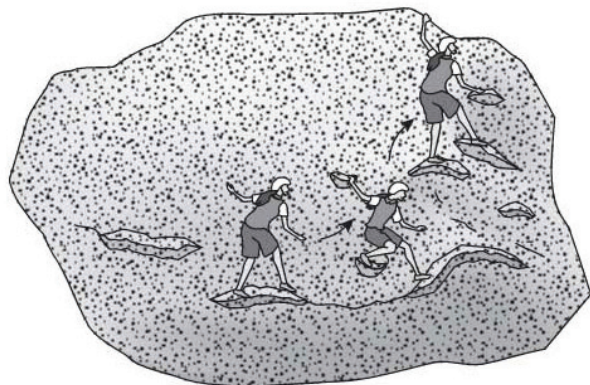


Figure 2. The climber takes the one to the right this time. Using a foothold and placing her right hand in a crimp, she is able to lift herself up and locate other handholds. After only a few moves, she is able to throw her leg over the top of the boulder and pull herself up.



Think Bouldering Might Be for You?

Many cities and organizations now sponsor bouldering clubs. Contact local gyms, the Family YMCA in your area, and even local parks and recreation departments. Chances are a bouldering group is waiting for you to join.

Reporting Category: Informational Text Numbers 72 through 73

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

72.

Which sentence from the review states the main idea?

- ☐ A The popular image of the mountain climber is of a person carefully climbing the sheer face of an immense cliff amid a network of safety ropes and harnesses.
- ☐ B While bouldering started as a means to an end, many climbers now view it as a sport in its own right.
- ☐ C With proper planning, it can be every bit as exciting and safe as traditional mountain climbing.
- ☐ D Many cities and organizations now sponsor bouldering clubs.

Performance Indicator: 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

73. Which information in "Bouldering Terms" helps the reader to understand information in "Why Boulder"?
- ☐ A how much time bouldering requires
 - ☐ B that bouldering is an easy sport to master
 - ☐ C what is defined as a problem in bouldering
 - ☐ D that many places exist to practice bouldering

Reporting Category: Communication and Media

Numbers 74 through 75

Performance Indicator: 3003.7.1 Draw an inference from a non-print medium.

74. Which inference can be drawn from Figures 1 and 2?
- ☐ A Climbers face many choices.
 - ☐ B Climbers are very competitive.
 - ☐ C Climbers learn to avoid mistakes.
 - ☐ D Climbers are less fit than other athletes.

Performance Indicator: 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

75. Look at this photograph.



Which element is used to convey a sense of movement?

- ☐ A color
- ☐ B setting
- ☐ C lighting
- ☐ D camera angle

Reporting Category: Informational Text

Numbers 76 through 76

Performance Indicator: 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

76. The first two paragraphs of the review support the writer's purpose by
- ☐ A explaining what effects bouldering has on people.
 - ☐ B entertaining readers with stories about bouldering.
 - ☐ C comparing bouldering to traditional mountain climbing.
 - ☐ D persuading readers to try bouldering and traditional climbing.

Reporting Category: Communication and Media

Numbers 77 through 77

Performance Indicator: 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

77.

Which element of the review would likely be omitted if this material were presented as an encyclopedia entry?

- ☐ A title
- ☐ B definitions
- ☐ C bullet points
- ☐ D Figures 1 and 2

Reporting Category: Writing and Research

Numbers 78 through 82

Performance Indicator: 3003.3.4 Select the most precise word from a given list of synonyms.

78.

Read the sentence.

Carolyn visited the Grand Canyon and stood still while she marveled over the majestic expanse of the descending canyon walls.

Which word is the most vivid replacement for the underlined word?

- ☐ A silent
- ☐ B calmly
- ☐ C unmoving
- ☐ D awestruck

Performance Indicator: 3003.3.12 Identify a statement that reveals the writer's attitude.

79.

Read this excerpt from a speech.

As a result of my travels, I have learned several things. First, you should always be prepared. When traveling, things rarely go as expected, so it is always best to be prepared for a change of plans. Secondly, you can never anticipate every situation. As I've already mentioned, things rarely go as expected, and it is impossible to be prepared for every possibility. Finally, you have to be flexible. When the unexpected happens, it is best to adapt and let go of your expectations. Sometimes the best adventures are the unexpected ones.

Why did the author most likely write this speech?

- ☐ A to entertain readers
- ☐ B to provide information
- ☐ C to issue a call to action
- ☐ D to share a personal experience

Performance Indicator: 3003.3.13 Identify the targeted audience for a selected passage.

80.

Which sentence uses parallelism?

- ☐ A Three keys to writing well include having a focused topic, organizing supporting evidence, and finding a quiet place to write.
- ☐ B Three keys to writing well include having a focused topic, a good plan to organize evidence, and finding a quiet place to write.
- ☐ C Three keys to writing well include having a focused topic, organizing supporting evidence, and a quiet place to write.
- ☐ D Three keys to writing well include a focused topic, organizing supporting evidence, and finding a quiet place to write.

Performance Indicator: 3003.3.13 Identify the targeted audience for a selected passage.

81.

Read this excerpt from a letter.

As our school continues to grow, the number of students and vehicles in front of the school at pick-up time increases as well. The growing congestion at the front of the building has brought up some concerns about safety. To ensure the safety of drivers and pedestrians, the administration is asking for your cooperation in establishing some safe practices. Please refrain from using a cell phone or any other communication or media device during pick-up time. These devices can distract both drivers and pedestrians, and earphones can prevent pedestrians from hearing safety warnings.

Who is the intended recipient of this letter?

- ☐ A staff members at the school
- ☐ B the president of the school board
- ☐ C members of the school community
- ☐ D the superintendent of the school district

Performance Indicator: 3003.4.2 Differentiate between primary and secondary sources.

82.

A student is writing an essay about the Spanish-American War and needs to use a primary source.

Which book will fulfill that requirement?

- ☐ A *The Charge Up San Juan Hill: A Soldier's Point of View of the Spanish-American War*
- ☐ B *Teddy Roosevelt and the Mystique of His Rough Riders in the Spanish-American War*
- ☐ C *The Yellow Press: Newspaper Articles from the Spanish-American War*
- ☐ D *Remembering the Maine and the Causes of the Spanish-American War*

Form 4 : English III

Item Number	Correct Answer	Performance Indicator
1	B	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
2	D	3003.5.4 Analyze cause-effect relationships in text.
3	A	3003.5.1 Make inferences and draw conclusions based on evidence in text.
4	A	3003.5.10 Identify a false premise in text.
5	C	3003.5.14 Distinguish the strongest or weakest point of a given argument.
6	C	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
7	A	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
8	B	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
9	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
10	A	3003.7.2 Select the type of conflict represented in a non-print medium.
11	A	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
12	C	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.

13	B	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
14	D	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
15	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
16	C	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
17	A	3003.1.8 Choose correctly or incorrectly spelled words.
18	D	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
19	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
20	B	3003.3.2 Choose the most effective order of sentences in a paragraph.
21	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
22	B	3003.3.12 Identify a statement that reveals the writer's attitude.
23	B	3003.3.3 Select the most vivid and compelling word to strengthen a description.
24	C	3003.5.1 Make inferences and draw conclusions based on evidence in text.

25	D	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
26	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
27	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
28	D	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
29	B	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
30	C	3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority, <i>post hoc</i> , straw man) within a given argument.
31	D	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
32	B	3003.3.11 Determine the writer's purpose in a writing sample.
33	A	3003.2.1 Identify the thesis and main points of a complex speech.
34	A	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
35	C	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
36	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

37	C	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
38	A	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
39	B	3003.3.7 Select the thesis statement in a writing sample or passage.
40	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
41	B	3003.3.6 Revise to correct a nonparallel construction.
42	C	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
43	A	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
44	C	3003.2.1 Identify the thesis and main points of a complex speech.
45	D	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
46	B	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
47	A	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avantgarde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i> , <i>ad hoc</i> , <i>cause célèbre</i> , <i>magnum opus</i> , <i>persona non grata</i> , <i>quid pro quo</i> , <i>je ne sais quoi</i> , <i>modus operandi</i> , <i>nom de plume</i> , <i>haute couture</i> , <i>mea culpa</i>).

48	D	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
49	B	3003.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
50	A	3003.8.14 Identify classical, historical, and literary allusions in context.
51	D	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
52	C	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
53	C	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
54	B	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
55	A	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avantgarde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i> , <i>ad hoc</i> , <i>cause célèbre</i> , <i>magnum opus</i> , <i>persona non grata</i> , <i>quid pro quo</i> , <i>je ne sais quoi</i> , <i>modus operandi</i> , <i>nom de plume</i> , <i>haute couture</i> , <i>mea culpa</i>).
56	A	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
57	D	3003.5.3 Evaluate text for fact and opinion.

58	A	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
59	A	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
60	D	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
61	B	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
62	A	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
63	C	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
64	B	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
65	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
66	B	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
67	D	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
68	D	3003.1.3 Identify the patterns of challenging complex sentences.
69	B	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.

70	A	3003.3.2 Choose the most effective order of sentences in a paragraph.
71	B	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
72	B	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
73	C	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
74	A	3003.7.1 Draw an inference from a non-print medium.
75	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
76	C	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
77	C	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
78	D	3003.3.4 Select the most precise word from a given list of synonyms.
79	B	3003.3.12 Identify a statement that reveals the writer's attitude.
80	A	3003.3.13 Identify the targeted audience for a selected passage.
81	C	3003.3.13 Identify the targeted audience for a selected passage.
82	A	3003.4.2 Differentiate between primary and secondary sources.

Reporting Category 1 : Language

Item Number	Correct Answer	Performance Indicator
15	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
16	C	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
17	A	3003.1.8 Choose correctly or incorrectly spelled words.
18	D	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
19	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
27	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
43	A	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
46	B	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

47	A	3003.1.13 Identify commonly used foreign words and phrases (i.e., <i>RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avantgarde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa</i>).
55	A	3003.1.13 Identify commonly used foreign words and phrases (i.e., <i>RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avantgarde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa</i>).
59	A	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
68	D	3003.1.3 Identify the patterns of challenging complex sentences.
69	B	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.

Reporting Category 2 : Writing and Research

Item Number	Correct Answer	Performance Indicator
20	B	3003.3.2 Choose the most effective order of sentences in a paragraph.
22	B	3003.3.12 Identify a statement that reveals the writer's attitude.
23	B	3003.3.3 Select the most vivid and compelling word to strengthen a description.
26	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
28	D	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
29	B	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
32	B	3003.3.11 Determine the writer's purpose in a writing sample.
34	A	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
35	C	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
36	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
37	C	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
38	A	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
39	B	3003.3.7 Select the thesis statement in a writing sample or passage.

40	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
41	B	3003.3.6 Revise to correct a nonparallel construction.
70	A	3003.3.2 Choose the most effective order of sentences in a paragraph.
71	B	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
78	D	3003.3.4 Select the most precise word from a given list of synonyms.
79	B	3003.3.12 Identify a statement that reveals the writer's attitude.
80	A	3003.3.13 Identify the targeted audience for a selected passage.
81	C	3003.3.13 Identify the targeted audience for a selected passage.
82	A	3003.4.2 Differentiate between primary and secondary sources.

Reporting Category 3 : Communication and Media

Item Number	Correct Answer	Performance Indicator
10	A	3003.7.2 Select the type of conflict represented in a non-print medium.
33	A	3003.2.1 Identify the thesis and main points of a complex speech.
42	C	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
44	C	3003.2.1 Identify the thesis and main points of a complex speech.
58	A	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
67	D	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
74	A	3003.7.1 Draw an inference from a non-print medium.
75	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
77	C	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

Reporting Category 4 : Logic

Item Number	Correct Answer	Performance Indicator
1	B	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
2	D	3003.5.4 Analyze cause-effect relationships in text.
3	A	3003.5.1 Make inferences and draw conclusions based on evidence in text.
4	A	3003.5.10 Identify a false premise in text.
5	C	3003.5.14 Distinguish the strongest or weakest point of a given argument.
24	C	3003.5.1 Make inferences and draw conclusions based on evidence in text.
25	D	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
30	C	3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority, <i>post hoc</i> , straw man) within a given argument.
31	D	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
56	A	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
57	D	3003.5.3 Evaluate text for fact and opinion.

Reporting Category 5 : Informational Text

Item Number	Correct Answer	Performance Indicator
6	C	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
7	A	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
45	D	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
72	B	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
73	C	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
76	C	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

Reporting Category 6 : Literature

Item Number	Correct Answer	Performance Indicator
8	B	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
9	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
11	A	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
12	C	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
13	B	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
14	D	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
21	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
48	D	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
49	B	3003.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
50	A	3003.8.14 Identify classical, historical, and literary allusions in context.
51	D	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

52	C	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
53	C	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
54	B	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
60	D	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
61	B	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
62	A	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
63	C	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
64	B	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
65	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
66	B	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).